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1892

# STATE NORMAL SCHOOL

## AT BRIDGEWATER, MASS.

## CATALOGUE AND CIRCULAR.

Fifty-third Year, ending Aug. 31, 1893.

*TERMS 120 AND 121.*

BOSTON:
WRIGHT & POTTER PRINTING CO., STATE PRINTERS,
18 POST OFFICE SQUARE.
1893.

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STATE NORMAL SCHOOL.

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# STATE BOARD OF EDUCATION, 1893.

ESTABLISHED IN 1837.

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HIS EXCELLENCY WILLIAM E. RUSSELL, *Governor.*
HIS HONOR ROGER WOLCOTT, *Lieutenant-Governor.*

*BY APPOINTMENT.*

| | | Term expires. |
|---|---|---|
| Rev. ALONZO A. MINER, D.D. | Boston | May 25, 1893. |
| Mrs. ALICE FREEMAN PALMER | Cambridge | May 25, 1894. |
| ADMIRAL P. STONE, LL. D. | Springfield | May 25, 1895. |
| Mrs. KATE GANNETT WELLS | Boston | May 25, 1896. |
| MILTON B. WHITNEY, A.M. | Westfield | May 25, 1897. |
| GEORGE I. ALDRICH, A.M. | Newtonville | May 25, 1898. |
| ELMER H. CAPEN, D.D. | Somerville | May 25, 1899. |
| ELIJAH B. STODDARD, A.M. | Worcester | May 25, 1900. |
| GEORGE H. CONLEY | Boston | May 25, 1901. |

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| | |
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| JOHN W. DICKINSON, A.M., *Secretary* | Newtonville. |
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CHARLOTTE LOUISE VOIGT. MARTHA WILLIAMS ALDEN.
FLORA MAY STUART. ALICE M. WORMWOOD.

# STUDENTS.

## TERM 120. SEPT. 8, 1892.

### SPECIAL COURSE.

| | | |
|---|---|---|
| Alden, Jennie May . . . . | Kidder Institute, Mo. . . . | *Brockton.* |
| Burnell, Martha May . . . | Gorham Normal School, Me. . | *Gorham, Maine.* |

### FOUR-YEARS' COURSE.

| | | | |
|---|---|---|---|
| Crocker, Winthrop Newton . | *Brewster* . . . . | Entered Sept., | 1888. |
| Paul, Samuel Babcock . . | *Wareham* . . . | " Feb., | 1889. |
| Bailey, Sarah Elizabeth . . | *South Dartmouth* . . | " " | " |
| Burke, Augustus Oliver . . | *Cochituate* . . . | " Sept., | " |
| Copeland, Charles Reed . . | *Bridgewater* . . . | " " | " |
| Crocker, Louis Allen . . | *Brewster* . . . | " " | " |
| Gormley, James Henry . . | *Boston* . . . . | " " | " |
| Janvrin, Charles Edwin . . | *Hampton Falls, N. H.* . | " " | " |
| Keith, George Ambrose . . | *Bridgewater* . . . | " " | " |
| Southworth, Edward Franklin . | *Quincy* . . . . | " " | " |
| Wilson, George Hamilton, Jr. . | *Bridgewater* . . . | " " | " |
| Howard, Elsie Gurney . . | *Whitman* . . . | " " | " |
| Hunt, Mary Eliza . . . | *Weymouth* . . . | " " | " |
| Plimpton, Lucy Dwight . . | *Walpole* . . . . | " " | " |
| Souther, Mary Marcella . . | *Quincy* . . . . | " " | " |
| Keith, Allen Phelps . . | *Bridgewater* . . . | " Feb., | 1890. |
| Higgins, Alice Herbert . . | *Orleans* . . . . | " " | " |
| Allen, Lyman Richards . . | *East Bridgewater* . . | " Sept., | " |
| Carroll, John . . . . | *Bridgewater* . . . | " " | " |
| Beale, Harriet Manlie . . | *Providence, R. I.* . . | " " | " |
| Chandler, Mary Etta . . | *Norwood* . . . | " " | " |
| Doten, Mabel Willard . | *Plymouth* . . . | " " | " |
| Hayward, Harriet Seaver . | *Bridgewater* . . . | " " | " |
| Howard, Alice Miriam . . | *Easton* . . . . | " " | " |
| Howard, Annie Grace . . | *Easton* . . . . | " " | " |

| | | | |
|---|---|---|---|
| Hunnewell, Edith Louise | *West Somerville* | Entered Sept., | 1890. |
| Merritt, Lillie Eveline | *South Amherst* | " " | " |
| Nutter, Isabelle Orr | *East Bridgewater* | " " | " |
| Sawyer, Edith Lucinda | *Bolton* | " " | " |
| Snow, Myrtie Belle | *Peterborough, N. H.* | " " | " |
| Walters, Catharine Elizabeth | *East Milton* | " " | " |
| Cholerton, Herbert | *Bridgewater* | " Feb., | 1891. |
| Gardner, Harry Ellsworth | *West Hanover* | " " | " |
| Smart, George Henry | *Peabody* | " " | " |
| Poole, Edith Vivian | *West Hanover* | " " | " |
| Stuart, Martha Ella | *East Wareham* | " " | " |
| Clapp, Frank Wallace | *Brockton* | " Sept., | " |
| Goddard, Frederick Edwards | *Abington* | " " | " |
| Hersey, Walter Henry | *Quincy* | " " | " |
| Hutchins, William Vincent | *Gloucester* | " " | " |
| Kirmayer, Frank Henry | *Bridgewater* | " " | " |
| Alger, Edna Frances | *Hingham* | " " | " |
| Clark, Carrie Bates | *Freetown* | " " | " |
| Clarke, Fanny Maria | *Rochester* | " " | " |
| Diman, Lizzie Gray | *Holbrook* | " " | " |
| Howland, Deborah | *Plymouth* | " " | " |
| Townsend, Flora Phillips | *Bridgewater* | " " | " |
| Townsend, Louise | *Conway* | " " | " |
| Hill, George Howland | *Brockton* | " Feb., | 1892. |
| Murphy, George Edward | *Brighton* | " " | " |
| Darling, Nellie Marion | *Bridgewater* | " " | " |
| Lincoln, Edna Augusta | *Dorchester* | " " | " |
| Burke, Robert Emmett | *Boston* | " Sept., | " |
| Eaton, Russell | *Bridgewater* | " " | " |
| Hunt, Brenelle | *Abington* | " " | " |
| Kallom, Arthur Wilder | *Berlin* | " " | " |
| Knight, Edward Carleton | *Manchester* | " " | " |
| Mann, Percy Edward | *Rockland* | " " | " |
| Morse, Eugene Charles Leslie | *Medway* | " " | " |
| Smith, Frederick Franklin | *Bourne* | " " | " |
| West, Claude Lorraine | *Waterville, N. S.* | " " | " |
| Arnold, Sarah Perkins | *Brockton* | " " | " |
| Barton, Clara Mabel | *Hatfield* | " " | " |
| Clorety, Nellie Agnes | *Brockton* | " " | " |
| Crane, Charlotte Burt | *Berkley* | " " | " |
| Garfield, Marion Helen | *Maynard* | " " | " |
| Holmes, Florence Lelchow | *Bridgewater* | " | " |

| | | |
|---|---|---|
| Holmes, Harriet Lewis | *Wollaston Heights* | Entered Sept., 1892. |
| Holmes, Jessie Lillian | *Brockton* | " " " |
| Kendrick, Maude Webster | *Chatham* | " " " |
| Kinney, Bertha Cary | *West Bridgewater* | " " " |
| Morton, Maud | *Plymouth* | " " " |
| Sears, Winifred Walker | *Dighton* | " " " |

Men, 32; women, 41.

## INTERMEDIATE COURSE.

| | | |
|---|---|---|
| Freeman, Nelson | *Natick* | Entered |
| Goodwin, Cora Belle | *Derry, N. H.* | " Sept., 1888. |
| Eddy, Alice Dunham | *West Bridgewater* | " " 1889. |
| Ireland, Ralph Preston | *Dunbarton, N. H.* | " Feb., 1890. |
| White, Lucie | *Freetown* | " " " |
| Clark, Ruby | *Bethel, Me.* | " Sept., " |
| Chamberlin, Isabelle Frances | *Boston* | " " " |
| Leavitt, Carrie May | *Randolph* | " " " |
| Starrett, Henrietta Maria | *Mt. Vernon, N. H.* | " " " |
| Soule, Eugene Everett | *Easton* | " Feb., 1891. |
| Thompson, Robert Lewis | *Topsfield* | " " " |
| Baker, Mary | *Bridgewater* | " " " |
| Chesley, Georgiana | *Newmarket, N. H.* | " Sept., " |
| Jones, Mary | *Brockton* | " " 1892. |
| Kingsbury, Harriet Elizabeth | *Worcester* | " " " |
| Manter, Lucy | *Nantucket* | " " " |
| Pratt, Mary Barton | *Bridgewater* | " " " |

Men, 4; women, 13.

## TWO YEARS' COURSE.

SENIOR CLASS. FEBRUARY, 1891.

| | |
|---|---|
| Richardson, Bertram Carver | *Brockton.* |
| Barker, May Evelyn | *Bridgewater.* |
| Brown, Lucy Whitney | *Quincy.* |
| Carney, Agnes Gertrude | *Rockland.* |
| Chamberlain, Josie Marie | *South Hanson.* |
| Curtis, Ella Stanton | *Rockland.* |
| Farrar, Annie Grace | *Readville.* |
| Gomley, Louise Grace | *Abington.* |

| | |
|---|---|
| Jillson, Minnie Verona | *Orange.* |
| Killoury, Margaret Elizabeth | *Weymouth Centre.* |
| McGoerty, Mary Ann | *East Braintree.* |
| Neeley, Grace Russell | *Scituate.* |
| Norris, Nettie | *Montpelier, Vt.* |
| Packard, Edith Davis | *Halifax.* |
| Smith, Lizzie Belle | *Fall River.* |
| Tucker, Mary Lena | *East Weymouth.* |
| Ware, Emily Blanchard | *Sherborn.* |

Men, 1; women, 16.

SUB-SENIOR CLASS. SEPTEMBER, 1891.

| | |
|---|---|
| Bowen, Warren Reeves | *Salem.* |
| Fitzpatrick, John Stephen | *Natick.* |
| Glover, Charles Edwards | *Boston.* |
| Hart, Charles Dennis | *South Hingham.* |
| Merrick, Herbert Bennett | *Lawrence.* |
| Riley, William Edward | *Tewksbury.* |
| Tucker, William Francis | *East Weymouth.* |
| Adams, Helen Augusta | *Derry, N. H.* |
| Alden, Grace Gertrude | *East Milton.* |
| Annett, Elsie Caroline | *East Jaffrey, N. H.* |
| Atkins, Mary Hannah | *South Amherst.* |
| Atkins, Pauline Jennie | *Provincetown.* |
| Backus, Edith Lindsley | *Somerville.* |
| Bean, Eliza Davol | *Fall River.* |
| Bourbeau, Alice Genevieve | *Brockton.* |
| Boyce, Lida Alma | *Fall River.* |
| Burke, Annie Theresa | *Whitman.* |
| Chadwick, Annie Howard | *Fall River.* |
| Childs, Sadie Ella | *North Abington.* |
| Clark, Florence Isabel | *Andover, N. H.* |
| Cook, Esther Boynton | *Elmwood.* |
| Cushing, Amy Plummer | *South Weymouth.* |
| Dailey, Sylvia Grace | *Easton.* |
| Dean, Mary Strobridge | *Taunton.* |
| DesJardins, Bertha Horatia | *Attleborough.* |
| Flynn, Mary Estelle | *Bridgewater.* |
| Frost, Sadie | *Springvale, Me.* |
| Gannett, Carrie Belle | *Wollaston.* |

| | |
|---|---|
| Gerald, Nellie Maude | *Waltham.* |
| Glidden, Amy Luene | *Cambridge.* |
| Graves, Lottie Farwell | *North Weymouth.* |
| Hawks, Ruth | *Greenfield.* |
| Hayward, Maude Lorraine | *Easton.* |
| Holmes, Lydia Drew | *Bridgewater.* |
| Humphrey, Helen Mary | *Athol.* |
| Kane, Emma Marchant | *South Braintree.* |
| Keith, Adeline Shaw | *Bridgewater.* |
| Lahey, Katherine Elizabeth | *Stoneham.* |
| Layng, Lillian Mabel | *Redwood, N. Y.* |
| Leary, Annie Frances | *Fall River.* |
| Luther, Effie May | *Attleborough.* |
| Martin, Eleanor Pope | *Milton.* |
| MacDonald, Eilleen Elizabeth | *Fall River.* |
| McKellar, Anna Keene | *Braintree.* |
| Maxfield, Annie Coggeshall | *Fairhaven.* |
| Piddington, Jennie Ursule | *Andover.* |
| Ramsdell, Ella Isabelle | *East Bridgewater.* |
| Richardson, Hattie Eugenia | *Milford, N. H.* |
| Ricker, Carrie Maude | *Watertown.* |
| Rochefort, Etta Cushing | *Abington.* |
| Ryder, Harriet Wilbur | *Yarmouth.* |
| Sears, May Holmes | *Plymouth.* |
| Sheridan, Mary Ellen | *Wellesley.* |
| Smith, Ida Gale | *Waltham.* |
| Snow, Alice Louise | *Brockton.* |
| Sparks, Angie Edith | *Provincetown.* |
| Sweeney, May Agnes | *North Abington.* |
| Taylor, Harriet May | *Arlington.* |
| Thompson, Anna Louise | *West Medway.* |
| Tirrell, Bertha Harriet | *South Weymouth.* |
| Tracy, Mary Wentworth | *Nantucket.* |
| Upham, Sarah Agnes | *Stoughton.* |
| Upton, Bessie Marion | *Derry, N. H.* |
| Vanston, Margaret Maud | *Stoughton.* |
| Wallace, Mary Lucinda | *Athol.* |
| Warren, Elizabeth Mary | *Rollinsford, N. H.* |
| Worth, Lillian May | *Nantucket.* |

Men, 7; women, 60.

### Ex-Junior Class. February, 1892.

| | |
|---|---|
| Grover, George Alvin | *Salem.* |
| Parker, James Edgar | *Marblehead.* |
| Abbott, Florence Rogers | *Dedham.* |
| Bayfield, Mary | *Somerville.* |
| Bramhall, Grace Nelson | *Plymouth.* |
| Drew, Mary Jane | *Halifax.* |
| Ferry, Florence Mabel | *Milton.* |
| Gifford, Emma Cleveland | *Westport.* |
| Mahoney, Mary Loretto | *Norwood.* |
| Morse, Minnie Almira | *Medway.* |
| Nickerson, Annie Linda | *Wrentham.* |
| Prescott, Carrie Howard | *East Jaffrey, N. H.* |
| Richards, Alice Clarkson | *Matfield.* |
| Sargent, Mary Abbie | *Merrimac.* |
| Vaughan, Mabel Ellen | *Pomfret, Vt.* |
| Winter, Genevieve | *Bridgewater.* |
| Young, Nannette Mabel | *Provincetown.* |

Men, 2; women, 15.

### Junior Class. September, 1892.

| | |
|---|---|
| Babcock, William Frederic | *Chester, S. C.* |
| Davis, Arthur Willis | *Rutland.* |
| Swan, Frederick Wilson | *Dorchester.* |
| Tibbetts, Frank Andrews | *Salem.* |
| Billings, Adelaide Dickerson | *Canton.* |
| Blackmer, Alice Hovey | *Plymouth.* |
| Blodgett, Jennie Florence | *Billerica.* |
| Borden, Sophie Amelia | *Brooklyn, N. Y.* |
| Cobb, Bertha Vinton | *Attleborough.* |
| Creighton, Grace Rachel | *Fall River.* |
| Davol, Martha Bradford | *Taunton.* |
| Day, Mary Harriet | *Derry, N. H.* |
| Desmond, Carrie Viola | *West Medway.* |
| Drury, Nellie Maria | *Westminster.* |
| Ford, Amelia Clewly | *Malden.* |
| Foster, Helen Dean | *Hanson.* |
| Graham, Ella May | *South Lancaster.* |
| Hastings, Gertrude Arvilla | *Ashburnham.* |

| | |
|---|---|
| Kennedy, Honora Anne | *South Weymouth.* |
| Leach, Cora Matilda | *Bridgewater.* |
| Lingham, Grace Ethel | *Hyde Park.* |
| Mahoney, Margaret Veronica | *Fall River.* |
| Malley, Helen Gertrude | *Wareham.* |
| Manchester, Ida Borden | *Westport.* |
| Manter, Grace Howard | *Plymouth.* |
| Messer, Mary Lois | *Medford.* |
| Mitchell, Helen Asenath | *Bridgewater.* |
| Monk, Nellie Frances | *South Braintree.* |
| Nelson, Maud Baker | *Lakeville.* |
| Norton, Harriett Conant | *Medway.* |
| Parker, Carrie Hollingsworth | *Middleboro.* |
| Parker, Ethel Sherwood | *Plymouth.* |
| Parker, Susie Grace | *Cambridgeport.* |
| Perkins, Susie | *Fall River.* |
| Richardson, Lillian Alice | *Hyde Park.* |
| Sanborn, Gertrude | *Hyde Park.* |
| Snell, Edythe Helen | *Bridgewater.* |
| Sprague, Leila Helen | *Wollaston.* |
| Stillman, Lelia Gertrude | *Ashaway, R. I.* |
| Swain, Elizabeth R. | *Brockton.* |
| Tillinghast, Ethel Amelia | *Worcester.* |
| Wilson, May Anna | *Boston.* |

Men, 4; women, 38.

SUMMARY.

| | Men. | Women. | Total. |
|---|---|---|---|
| Special Course | 0 | 2 | 2 |
| Four-Years' Course | 32 | 41 | 73 |
| Intermediate Course | 4 | 13 | 17 |
| Two-Years' Course: | | | |
| Senior Class | 1 | 16 | 17 |
| Sub-Senior Class | 7 | 60 | 67 |
| Ex-Junior Class | 2 | 15 | 17 |
| Junior Class | 4 | 38 | 42 |
| | 50 | 185 | 235 |

# TERM 121, FEB. 9, 1893.

## SPECIAL COURSE.

| | | |
|---|---|---|
| Alden, Jennie May | Kidder Institute, Mo. | *Brockton.* |
| Burnell, Martha May | Gorham Normal School | *Gorham, Me.* |
| Burgess, Anne | Wellesley College | *Portland, Me.* |
| Fisher, George Milton | Cornell University | *Westboro.* |
| Gimlich, David John | Muhlenberg College | *Pittsfield.* |
| Curtis, Maribelle | N. H. Normal School | *Hillsboro, N. H.* |
| Weeks, Grace Etta | Gorham Normal School | *Brownfield, Me.* |

Men, 2; women, 5.

## FOUR YEARS' COURSE.

| | | | |
|---|---|---|---|
| Crocker, Winthrop Newton | *Brewster* | Entered | Sept., 1888. |
| Burke, Augustus Oliver | *Cochituate* | " | Sept., 1889. |
| Copeland, Charles Reed | *Bridgewater* | " | " " |
| Crocker, Louis Allen | *Brewster* | " | " " |
| Gormley, James Henry | *Boston* | " | " " |
| Janvrin, Charles Edwin | *Hampton Falls, N. H.* | " | " " |
| Keith, George Ambrose | *Bridgewater* | " | " " |
| Southworth, Edward Franklin | *Quincy* | " | " " |
| Wilson, George Hamilton, Jr. | *Bridgewater* | " | " " |
| Howard, Elsie Gourney | *Whitman* | " | " " |
| Hunt, Mary Eliza | *Weymouth* | " | " " |
| Plimpton, Lucy Dwight | *Walpole* | " | " " |
| Souther, Mary Marcella | *Quincy* | " | " " |
| Keith, Allen Phelps | *Bridgewater* | " | Feb., 1890. |
| Higgins, Alice Herbert | *Orleans* | " | " " |
| Jones, Lydia Winslow | *Deering, Me.* | " | " " |
| Allen, Lyman Richards | *East Bridgewater* | " | Sept., " |
| Carroll, John | *Bridgewater* | " | " " |
| Beale, Harriet Manlie | *Providence, R. I.* | " | " " |
| Chandler, Mary Etta | *Norwood* | " | " " |
| Doten, Mabel Willard | *Plymouth* | " | " " |
| Hayward, Harriett Seaver | *Bridgewater* | " | " " |
| Howard, Alice Miriam | *Easton* | " | " " |
| Howard, Annie Grace | *Easton* | " | " " |

| | | | | |
|---|---|---|---|---|
| Merritt, Lillie Eveline | *South Amherst* | Entered | Sept., | 1890. |
| Nutter, Isabelle Orr | *East Bridgewater* | " | " | " |
| Sawyer, Edith Lucinda | *Bolton* | " | " | " |
| Snow, Myrtie Belle | *Peterborough, N. H.* | " | " | " |
| Walters, Catherine Elizabeth | *East Milton* | " | " | " |
| Gardner, Harry Ellsworth | *West Hanover* | " | Feb., | 1891. |
| Smart, George Henry | *Peabody* | " | " | " |
| Poole, Edith Vivian | *West Hanover* | " | " | " |
| Stuart, Martha Ella | *East Wareham* | " | " | " |
| Clapp, Frank Wallace | *Brockton* | " | Sept., | " |
| Goddard, Frederick Edwards | *Abington* | " | " | " |
| Hersey, Walter Henry | *Quincy* | " | " | " |
| Hutchins, William Vincent | *Gloucester* | " | " | " |
| Kirmayer, Frank Henry | *Bridgewater* | " | " | " |
| Alger, Edna Frances | *Hingham* | " | " | " |
| Glark, Carrie Bates | *Freetown* | " | " | " |
| Clarke, Fannie Maria | *Rochester* | " | " | " |
| Diman, Lizzie Gray | *Holbrook* | " | " | " |
| Howland, Deborah | *Plymouth* | " | " | " |
| Townsend, Flora Phillips | *Bridgewater* | " | " | " |
| Hill, George Howland | *Brockton* | " | Feb., | 1892. |
| Murphy, George Edward | *Brighton* | " | " | " |
| Darling, Nellie Marion | *Bridgewater* | " | " | " |
| Lincoln, Edna Augusta | *Dorchester* | " | " | " |
| Burke, Robert Emmett | *Boston* | " | Sept., | " |
| Eaton, Russell | *Bridgewater* | " | " | " |
| Hunt, Brenelle | *Abington* | " | " | " |
| Kallom, Arthur Wilder | *Berlin* | " | " | " |
| Knight, Edward Carleton | *Manchester* | " | " | " |
| Morse, Eugene Charles Leslie | *Medway* | " | " | " |
| Smith, Frederick Franklin | *Bourne* | " | " | " |
| West, Claude Lorraine | *Waterville, N. S.* | " | " | " |
| Arnold, Sarah Perkins | *Brockton* | " | " | " |
| Barton Clara Mabel | *Hatfield* | " | " | " |
| Clorety, Nellie Agnes | *Brockton* | " | " | " |
| Crane, Charlotte Burt | *Berkley* | " | " | " |
| Garfield, Marion Helen | *Maynard* | " | " | " |
| Holmes, Florence Lelchow | *Bridgewater* | " | " | " |
| Holmes, Harriet Lewis | *Wollaston Heights* | " | " | " |
| Holmes, Jessie Lillian | *Brockton* | " | " | " |
| Kendrick, Maude Webster | *Chatham* | " | " | " |
| Kinney, Bertha Cary | *West Bridgewater* | " | " | " |

| | | |
|---|---|---|
| Morton, Maud | *Plymouth* | Entered Sept., 1892. |
| Sears, Winnifred Walker | *Dighton* | " " " |
| Baker, Murray | *Bridgewater* | " Feb., 1893. |
| Brown, Pierce Drew | *Fairhaven* | " " " |
| Ellis, Walter Fred | *Braintree* | " " " |
| Reynolds, Joel Warren | *Marblehead* | " " " |
| Briggs, Mary Elvira | *South Carver* | " " " |
| Bryant, Clara Josephine | *Brockton* | " " " |
| Kelley, Mercy Eldridge | *South Chatham* | " " " |

Men, 33; women, 42.

## INTERMEDIATE COURSE.

| | | |
|---|---|---|
| Eddy, Alice Dunham | *West Bridgewater* | Entered Sept., 1889. |
| White, Lucie | *Freetown* | " Feb., 1890. |
| Clark, Ruby | *Bethel, Me.* | " Sept., " |
| Chamberlin, Isabelle Frances | *Boston.* | " " " |
| Starrett, Henrietta Maria | *Mt. Vernon, N. H.* | " " " |
| Soule, Eugene Everett | *Easton* | " Feb., 1891. |
| Thompson, Robert Louis | *Topsfield* | " " " |
| Baker, Mary | *Bridgewater* | " " " |
| Chesley, Georgiana | *Newmarket, N. H.* | " Sept., " |
| Jones, Mary | *Brockton* | " " 1892. |
| Kingsbury, Harriet Elizabeth | *Worcester* | " " " |
| Manter, Lucy | *Nantucket* | " " " |
| Pratt, Mary Barton | *Bridgewater* | " " " |

Men, 2; women, 11.

## TWO YEARS' COURSE.

SENIOR CLASS. SEPTEMBER, 1891.

| | |
|---|---|
| Bowen, Warren Reeves | *Salem.* |
| Fitzpatrick, John Stephen | *Natick.* |
| Glover, Charles Edwards | *Boston.* |
| Hart, Charles Dennis | *South Hingham.* |
| Merrick, Herbert Bennett | *Lawrence.* |
| Richardson, Bertram Carver | *Brockton.* |
| Riley, William Edward | *Tewksbury.* |
| Tucker, William Francis | *East Weymouth.* |
| Adams, Helen Augusta | *Derry, N. H.* |
| Alden, Grace Gertrude | *East Milton.* |

| | |
|---|---|
| Annett, Elsie Caroline | *East Jaffrey, N. H.* |
| Atkins, Mary Hannah | *South Amherst.* |
| Atkins, Pauline Jennie | *Provincetown.* |
| Backus, Edith Lindsley | *Somerville.* |
| Bean, Eliza Davol | *Fall River.* |
| Bourbeau, Alice Genevieve | *Holbrook.* |
| Boyce, Lida Alma | *Fall River.* |
| Burke, Anna Theresa | *Whitman.* |
| Brown, Lucy Whitney | *Quincy.* |
| Chadwick, Annie Howard | *Fall River.* |
| Childs, Sadie Ella | *North Abington.* |
| Clark, Florence Isabel | *Andover, N. H.* |
| Cook, Esther Boynton | *Elmwood.* |
| Dailey, Sylvia Grace | *Easton.* |
| Dean, Mary Strobridge | *Taunton.* |
| DesJardins, Bertha Horatia | *Attleborough.* |
| Flynn, Mary Estelle | *Bridgewater.* |
| Frost, Sadie | *Springvale, Me.* |
| Gannett, Carrie Belle | *Wollaston.* |
| Gerald, Nellie Maude | *Waltham.* |
| Glidden, Amy Luene | *Cambridge.* |
| Graves, Lottie Farwell | *North Weymouth.* |
| Hawks, Ruth | *Greenfield.* |
| Hayward, Maude Lorraine | *Easton.* |
| Humphrey, Helen Mary | *Athol.* |
| Kane, Emma Marchant | *South Braintree.* |
| Keith, Adeline Shaw | *Bridgewater.* |
| Lahey, Katherine Elizabeth | *Stoneham.* |
| Layng, Lillian Mabel | *Redwood, N. Y.* |
| Leary, Annie Frances | *Fall River.* |
| Luther, Effie May | *Attleborough.* |
| Martin, Eleanor Pope | *Milton.* |
| MacDonald, Eilleen Elizabeth | *Fall River.* |
| McKellar, Anna Keene | *Braintree.* |
| Maxfield, Annie Coggeshall | *Fairhaven.* |
| Piddington, Jennie Ursule | *Andover.* |
| Ramsdell, Ella Isabelle | *East Bridgewater.* |
| Richardson, Hattie Eugenia | *Milford, N. H.* |
| Ricker, Carrie Maude | *Watertown.* |
| Rochefort, Etta Cushing | *Abington.* |
| Ryder, Harriet Wilber | *Yarmouth.* |
| Sears, May Holmes | *Plymouth.* |

| | |
|---|---|
| Sheridan, Mary Ellen | *Wellesley* |
| Smith, Ida Gale | *Waltham.* |
| Snow, Alice Louise | *Brockton.* |
| Sparks, Angie Edith | *Provincetown.* |
| Taylor, Harriet May | *Arlington.* |
| Thompson, Annie Louisa | *West Medway.* |
| Tirrell Bertha Harriet | *South Weymouth.* |
| Tracy, Mary Wentworth | *Nantucket.* |
| Upham, Sarah Agnes | *Stoughton.* |
| Upton, Bessie Marion | *Derry, N. H.* |
| Vanston, Margaret Maud | *Stoughton.* |
| Wallace, Mary Lucinda | *Athol.* |
| Warren, Elizabeth Mary | *Rollinsford, N. H.* |
| Worth, Lillian May | *Nantucket.* |

Men, 8; women, 58.

Sub-Senior Class. February, 1892.

| | |
|---|---|
| Grover, George Alvin | *Salem.* |
| Parker, James Edgar | *Marblehead.* |
| Abbott, Florence Rogers | *Dedham.* |
| Bayfield, Mary | *Somerville.* |
| Bramhall, Grace Nelson | *Plymouth.* |
| Brown, Minnie Emma | *Waltham.* |
| Cushing, Amy Plummer | *South Weymouth.* |
| Drew, Mary Jane | *Halifax.* |
| Ferry, Florence Mabel | *Milton.* |
| Gifford, Emma Cleveland | *Westport.* |
| Mahony, Mary Loretto | *Norwood.* |
| Morse, Minnie Almira | *Medway.* |
| Nickerson, Annie Linda | *Wrentham,* |
| Prescott, Carrie Howard | *East Jaffrey, N. H.* |
| Sargent, Mary Abbie | *Merrimac.* |
| Sweeney, Mary Agnes | *North Abington.* |
| Vaughan, Mabel Ellen | *Pomfret, Vt.* |
| Winter, Genevieve | *Bridgewater.* |
| Young, Nannette Mabel | *Provincetown.* |

Men, 2; women, 17.

EX-JUNIOR CLASS. SEPTEMBER, 1892.

| | |
|---|---|
| Babcock, William Frederic | *Chester, S. C.* |
| Davis, Arthur Willis | *Rutland.* |
| Swan, Frederick Wilson | *Dorchester.* |
| Tibbetts, Frank Andrews | *Salem.* |
| Billings, Adelaide Dickerson | *Canton.* |
| Blackmer, Alice Hovey | *Plymouth.* |
| Blodgett, Jennie Florence | *Billerica.* |
| Borden, Sophie Amelia | *Brooklyn, N. Y.* |
| Cobb, Bertha Vinton | *Attleborough.* |
| Creighton, Grace Rachel | *Fall River.* |
| Davol, Martha Bradford | *Taunton.* |
| Day, Mary Harriet | *Derry, N. H.* |
| Drury, Nellie Maria | *Westminster.* |
| Ford, Amelia Clewly | *Malden.* |
| Graham, Ella May | *South Lancaster.* |
| Hastings, Gertrude Arvilla | *Ashburnham.* |
| Kennedy, Honora Anne | *South Weymouth.* |
| Leach, Cora Matilda | *Bridgewater.* |
| Lingham, Grace Ethel | *Hyde Park.* |
| Mahoney, Margaret Veronica | *Fall River.* |
| Malley, Helen Gertrude | *Wareham,* |
| Manter, Grace Ethel | *Plymouth.* |
| Mitchell, Helen Asenath | *Bridgewater.* |
| Monk, Nellie Frances | *South Braintree.* |
| Norton, Harriett Conant | *Medway.* |
| Parker, Carrie Hollingsworth | *Middleboro.* |
| Parker, Ethel Sherwood | *Plymouth.* |
| Parker, Susie Grace | *Cambridgeport.* |
| Perkins, Susie | *Fall River.* |
| Richardson, Lillian Alice | *Hyde Park.* |
| Sanborn, Gertrude | *Hyde Park.* |
| Sprague, Leila Helen | *Wollaston.* |
| Tillinghast, Ethel Amelia | *Worcester.* |
| Wilson, May Anna | *Boston.* |

Men, 4; women, 30.

Junior Class. February, 1893.

| | |
|---|---|
| Edwards, Andrew Simeon | *Kingston, Jamaica.* |
| Gaffney, Charles Everett | *Gloucester.* |
| Burrage, Ruth Kilburn | *Shirley.* |
| Cunningham, Mary Elizabeth | *Athol.* |
| Delano, Mary Sayer | *North Duxbury.* |
| Drew, Bessie Lewis | *Atlantic.* |
| Evans, Katherine Emiline | *Quincy.* |
| Haire, Josephine Isabel | *Leominster.* |
| Hinds, Annie Mason | *Fall River.* |
| Hoey, Sarah Frances | *Brockton.* |
| Holmes, Lena Pierce | *Kingston.* |
| Jameson, Ethelyn Letticia | *Bridgewater.* |
| Jones, Mabel Starbuck | *Nantucket.* |
| Keith, Bessie White | *Brockton.* |
| Keith, Cora Shelley | *Bridgewater.* |
| Miller, Bessie Maud | *Calais, Me.* |
| Noyes, Mary Louise | *Atkinson, N. H.* |
| O'Rourke, Theresa Grace | *South Braintree.* |
| Perkins, Effie Arnold | *Cambridgeport.* |
| Smith, Hattiebel | *Andover, N. H.* |
| Smith, Minnie Julia | *Andover, N. H.* |
| Turner, Mabel | *Nantucket.* |
| Waterman, Hannah Percival | *Rehoboth.* |
| White, Mary Anna | *Manchester.* |
| Wright, Julia Marie | *Greenfield.* |

Men, 2; women, 23.

Summary.

| | Men. | Women. | Total. |
|---|---|---|---|
| Special Course | 2 | 5 | 7 |
| Four-Years Course | 33 | 42 | 75 |
| Intermediate Course | 2 | 11 | 13 |
| Two-Years Course: | | | |
| Senior Class | 8 | 58 | 66 |
| Sub-Senior Class | 2 | 17 | 19 |
| Ex-Junior Class | 4 | 30 | 34 |
| Junior Class | 2 | 23 | 25 |
| | 53 | 186 | 239 |

Number for the year: Men, 58; women, 214; total, 272.

# STATE NORMAL SCHOOL,

## BRIDGEWATER, MASS.

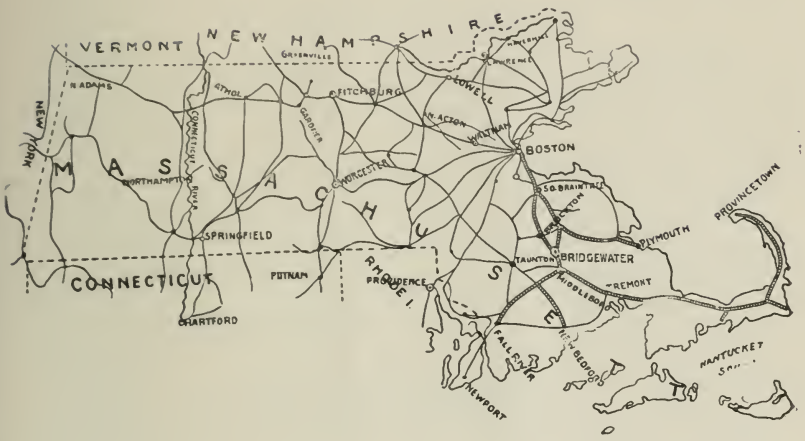
This institution was established by the Commonwealth of Massachusetts, with the liberal co-operation of the town of Bridgewater and its citizens, for the education of teachers for the public schools of the State. It is under the charge of the State Board of Education.

The school was one of the first three State normal schools on this continent. It offers excellent advantages to young men and young women who desire to make preparation for teaching in the public schools of the State.

The first class was received Sept. 9, 1840. The whole number of students who have been members of the school is 3,905, — 1,157 men, 2,748 women. The whole number who have received certificates or diplomas is 2,349, — 726 men, 1,623 women. The number who have graduated from the four years' course is 165, — 92 men, 73 women. Sixty per cent. of the students admitted have graduated. The graduates of the school are engaged in all the grades of educational work.

### LOCATION.

Bridgewater, one of the pleasantest and most healthful towns in Massachusetts, with a population of 4,200, is on the Old Colony Railroad, twenty-seven miles south of Boston.




## BUILDINGS AND GROUNDS.

The Normal School building is a massive brick structure 86 feet on front, 187 feet in depth, three stories in height, with accommodations for 250 normal students and a model school of 200 pupils. It is new, well equipped, and admirably adapted to its purpose. Normal Hall and Woodward Hall near by have accommodations for 172 boarders.

The buildings have a beautiful location, near the centre of the village, upon a square three acres in extent, and the view from them is very attractive.

Boyden Park includes six acres of land just across the street from the school lot. It has a beautiful pond fed by springs, fine shade trees, and pleasant walks dividing it into open areas for tennis courts, ball grounds and other out-door sports, making one of the most attractive places for healthful recreations. Normal Grove, adjoining the park, including one-half acre covered with a fine grove of chestnut trees, affords a delightful summer retreat.

## CONDITIONS OF ADMISSION.

"Candidates for admission must have attained the age of seventeen years complete, if young men, and sixteen years if young women; and must be free from any disease or infirmity which would unfit them for the office of teacher."

"They must present a certificate of good moral character, give evidence of good intellectual capacity, be graduates of a high school whose courses of study have been approved by the Board of Education, or have an equivalent education, to be determined by an examination by the Faculty of the school, under the direction of the Board of Visitors, and pass a satisfactory examination in reading, spelling, writing, arithmetic, geography, English grammar, the history of the United States, drawing, physiology and hygiene."

"As an alternative candidates may present as subjects for examination, one language other than English; algebra or geometry; one of the natural sciences; and general history or literature."

"Candidates must also declare their intention to complete the course of study in the school, if possible, and afterwards to teach in the public schools of Massachusetts."

"To persons thus declaring their intention to teach, tuition shall be free; but persons intending to teach in other States, or in private schools, may be admitted to the normal schools, upon paying fifteen dollars a term for tuition, *provided* their admission does not exclude or inconvenience those intending to teach in the public schools of the Commonwealth."

*By vote of the Board passed April*, 1893, *a new class is to be admitted only at the beginning of the fall term.*

The examination for admission begins on the first Tuesday in September, at nine o'clock A. M., and continues two days. Candidates must be present both days and should come prepared to

stay as the work of the term begins the day following the close of the examination.

Persons who propose to apply for admission are requested to notify the principal of their intention as early as possible.

### THE SCHOOL YEAR AND TERMS.

The school year beginning in September is divided into two terms of twenty weeks each, including a recess of one week near the middle of each term, with daily sessions of not less than five hours a day, not less than five days each week.

### DESIGN OF THE SCHOOL.

The design of the Normal School is to train teachers for the public schools of the Commonwealth. To this end there must be the inspiration of its students with the spirit of the true teacher.

The analytical study of the subjects to be used as a means in educating children, to learn what parts of these are to be used in teaching, and the order and method of their use.

The educational study of man, body and mind, for the principles and method of education.

The study of the art of teaching, school organization and government, school laws, and the history of education.

Observation and teaching in the "Model School."

# STUDIES.

## THE TWO YEARS' COURSE.

1. Psychology for the Principles of Education; the Art of Teaching; School Organization; School Government and the History of Education.

2. The analytical study of the following subjects for knowledge of the principles, the method of teaching, and the educational value of each: —

*a.* **Mathematics.** — Arithmetic and Bookkeeping, Elementary Algebra and Geometry.

*b.* **Nature Studies.** — Minerals, Plants, Animals, Physical Force, Chemical Force, Geological Agencies, Geography, The Human Body, and Physical Training.

*c.* **Language.** — English, Reading, Rhetoric, Composition, Literature, Drawng, Vocal Music.

*d.* **History.** — Civil Polity of Massachusetts and the United States, and the School Laws of Massachusetts.

## THE FOUR YEARS' COURSE.

The studies of the two years' course and the study of the following subjects for the same ends: —

*a.* **Mathematics.** — Algebra, Geometry, Trigonometry, and Surveying.

*b.* **Science.** — Physics, Chemistry and Mineralogy, Botany, Zoology, Geology, Astronomy.

*c.* **Language.** — Reading, Drawing, English Literature, Latin and French required; Greek and German as the principal and visitors of the school shall decide.

*d.* **History.** — General History.

## THE INTERMEDIATE COURSE.

The studies of the two-years' course with electives from the advanced studies of the four-years' course.

## POST GRADUATE COURSE.

(*For College Graduates.*)

The Educational study of man, with electives from the other studies of the four years course.

"The order in which the studies are to be taken is decided by the principal of each school, with the approval of the Board of Visitors."

**Maximum work.** — In science, modern languages and the classics the work is so arranged that students, who by examination show themselves especially well fitted, may carry on maximum courses covering more advanced work in each subject.

ASSEMBLY HALL. (From the rear.)

ASSEMBLY HALL. (From the front.)

# Range of Studies in the Two-Years' Course.

## FIRST TERM. — JUNIOR CLASS.

Elementary Psychology, so long as is necessary to indicate distinctly the principles and the method of the teaching in the school.

### MATHEMATICS.

Elementary Geometry, 5. — The analysis of the subject to show what it includes. The study of the properties and relations and classification of lines, angles, surfaces, and volumes to teach the order and method of studying geometrical forms. The adaptation of lessons to different grades and relation to drawing and arithmetic. The original demonstration of propositions concerning lines and angles, rectilinear figures, ratios and proportions, the relations of rectilinear figures to circles, to teach the method of finding general truths and their applications. Each pupil teaches and directs class exercises.

### NATURE STUDIES.

Physical Force, 4. — Laboratory study of properties of matter; force, and motion; molecular forces; gravitation; heat; light; sound; magnetism; electricity; to teach the method of careful experimental work, and to furnish material or laying out lessons for grammar grades. Each student performs experimental work, applies the principles taught in the explanations of natural phenomena and the construction of machines, and conducts class exercises. *Maximum work.* — Supplementary experiments in physical measurements.

Chemical Force, 4. — Laboratory study of the most important elements and their compounds to teach the method of careful experimentation. The chemistry of common life; combustion, decay, fermentation, respiration, foods, dyeing, bleaching, poisons, metals and their uses, as material for laying out science lessons in grammar grades. Each student prepares simple apparatus, performs experimental work, makes the applications, and directs class exercises.

Minerals, 2. — Typical minerals, rocks, and soils, their varieties, and classification. Laboratory exercises to teach the method of determining the physical and chemical properties of mineral substances. Field work and individual collections to familiarize students with the material to be used in schools. Adaptation of lessons to the different grades and relation to geography. Each student is furnished with needed appliances and with specimens of each of the minerals studied. *Maximum Work.* — Laboratory exercises to teach the method of analyzing minerals by blowpipe and chemical tests.

INDUSTRIAL LABORATORY, 2. — Laboratory study of the materials for construction (1), *Wood*, — structure, composition, seasoning, grain, strength, defects. (2), *Fastenings*, — nails, tacks, screws, glue, pins, wedges, dowels. (3), *Tools and how to use them*, — bench, measuring and lining tools, saws, cutting tools, miscellaneous tools and appliances. *The construction of apparatus.* — The pieces to be owned by the pupil and used in school studies, — graded according to the difficulty in making; first, the study of the model, — later the invention of the thing to be made; second, making an accurate working drawing; third, study of materials and tools to be used in reproducing the object; fourth, construction at the bench from the working drawing. The object of all the work is to teach the thoughtful use of the hands in expressing ideas by drawing and construction. Each pupil does the work.

### LANGUAGE.

ELEMENTARY ENGLISH, 2. — The analysis of language to show what it is. The study of the elements, formation and primary meaning of words, spoken and written; the acquisition and expression of ideas from objects and pictures; narrative and descriptive expression; elementary composition; letter writing; the use of grammatical forms and punctuation; to teach how to train pupils in the use of language in the different grades of school work.

DRAWING, 2. — Taught as a means of acquiring the power to draw and to teach drawing in connection with any study. Geometric drawing, including measurement, geometric problems, working drawings, development.

VOCAL MUSIC, 4. — The study of musical tones and their expression to teach the method of training pupils to the right use of the voice in singing at sight in all the keys. The laying out of lessons for different grades and chorus singing. Each pupil conducts class exercises.

## SECOND TERM. — EX-JUNIOR CLASS.

### MATHEMATICS.

ARITHMETIC, 4. *Elementary Course.* The study of the numbers to one thousand, with the expression, the operations upon, and the relations of, the n umbers, for the method of laying out the lessons and teaching in the primary grades. *Scientific Courses.* — The analysis of the subjects to show what parts shall be used in teaching. The study of the system of numbers, the expression, operations upon, and relations of, all numbers for the principles of the subject, and the method of laying out and teaching the subject in grammar grades. Each pupil conducts class exercises.

ELEMENTARY ALGEBRA, 5. — The analysis of the subject to show what it includes. The study of the notation, numerical processes, the use of the processes

LABORATORY FOR ANALYTICAL CHEMISTRY.

PHYSICAL LABORATORY.

in simple equations, for the principles of the subject, and the method of laying out lessons and teaching the subject. Its relation to arithmetic. Each pupil conducts class exercises.

## NATURE STUDIES.

Plants, 2. — Laboratory exercises on the methods of teaching (1), how plants grow (2), parts of plants, their structure, function, and adaptation (3), the range of plant forms from the simplest types to the complex (4), the principles of grouping plants into families, analyzing plants and arranging an herbarium. Uses of plants, application to geography.

Geography, 5. *Elementary Course.* — Laboratory exercises and field work to teach the method of studying (1), geographical objects, — bodies of land, bodies of water, projections of land and water, forms of water, climate, soil, productions, people, and their expression by map symbols. (2), The earth as a whole, — form, rotation, land and water divisions, coast line, relief, drainage, climate, soil, productions, people. (3), A continent as a whole, — position, relative size, form, relief, drainage, climate, soil, productions, people, countries, places of special interest. Study of a country, of a particular section, by the same general method. *Scientific Course.* — Definition and division of geography; the study of the earth as a sphere, distribution of light and heat; comparison of parts of the land; the sea; the atmosphere; life of the continents; the study of each continent. All the study is for the method of teaching and laying out class work for different grades. Preparation of apparatus and class exercises for teaching by the students in both courses.

## LANGUAGE.

Vocal Culture and Reading, 2. — The study of the proper carriage of the body in sitting, standing, walking, talking, and reading; of enunciation, articulation, pronunciation and quality of voice; and reading; for the method of teaching.

Grammar, 5. *Elementary Course.* — The study of the sentence and its parts; plurals of nouns; agreement of subject and verb; possessive cases of nouns; personal pronouns; number and gender of personal pronouns; relative pronouns; case forms of pronouns; comparison of adjectives; pronominal adjectives; the article; principal parts of verb; subjunctive mode; right use of tense forms; use of shall and will; adverb; propositions; arrangement of parts of the sentence; kinds of sentences; for the method of teaching the use of these grammatical forms. *Secondary Course.* — The analysis of the subject. The study of the sentence and its parts; classes of words in a sentence, or parts of speech; kinds and parts of sentences; analysis of sentences; for the principles of construction, and the method of arranging lessons and teaching in different grades. Students prepare and conduct class exercises.

Drawing, 2. — Pictorial drawing.

## THIRD TERM. — SUB-SENIOR CLASS.

### MATHEMATICS.

ARITHMETIC, 4. Study of applications of arithmetic; commercial papers; and mensuration, for the method of teaching. The preparation of apparatus and conducting class exercises by the students. Bookkeeping, — exchange of property; accounts, four forms, double and single entry; for the principles and method of teaching.

### NATURE STUDIES.

ANIMALS, 2. — Laboratory exercises to teach the method of studying animals, their habits; parts, structure, function and adaptation; series of animal types; comparison of systems; principles of classification. Uses of animals and relation to the study of geography. Each student works in the laboratory, dissects, studies the specimens in the cabinets, makes collections, and prepares class exercises.

PHYSIOLOGY AND HYGIENE, 4. — The study of the human body as a whole, its external and structural parts, general plan of the body, the general structure of the limbs and walls, and the different systems of the body, — digestive, absorbent, circulatory, respiratory, secretory, excretory, osseous, muscular and nervous. Teaching the structure of the human body, its different systems, their functions, the conditions of health. The subject is taught by the aid of a human skeleton, a life-sized manikin, specimens of the internal organs, the dissection of specimens from the lower animals, and the microscopic examination of the various tissues of the body. Students prepare and conduct class exercises.

PHYSICAL TRAINING, 2. — In the gymnasium, on the basis of the Ling system.

### LANGUAGE.

VOCAL CULTURE AND READING, 3. — Study of physical exercises; quality of voice, modulation and expression; and reading; with special references to teaching in different grades.

RHETORIC, 4. — Brief study of perception; memory and imagination; taste; the novel, wonderful and picturesque; beauty and sublimity; wit, humor and ridicule; figures of words for the elements of rhetoric. The analysis of the subject to show its contents; the study of figurative language and style for the principles which govern the right use of language; and the method of teaching these. Writing compositions. Each student conducts class exercises.

DRAWING, 4. — Decorative drawing, — including color, historic ornament, plant drawing and design. Outline of a course in drawing for primary and grammar schools. The drawings made through the three terms illustrate this course.

LABORATORY FOR ZOOLOGY AND PHYSIOLOGY.

LABORATORY FOR MINERALOGY AND GEOLOGY.

### HISTORY AND CIVIL GOVERNMENT.

History of the development of the institutions of popular government in England and America as a basis for the study of United States History in the different grades of schools. Work is conducted in the library of history and literature. Early lessons in history for primary grades, material, methods, value.

Elementary lessons on the facts and principles of civil government. The constitutional government of Massachusetts and the United States. Teaching exercises and discussions.

## FOURTH TERM. — SENIOR CLASS.

### NATURE STUDIES.

Elementary Geology, 3 (for the half term). Laboratory exercises and field work in studying the agencies producing changes in the crust of the earth with special reference to teaching physical geography. Method of deriving theories of the structure of the earth, with emphasis on local geology. Each student has his place at the tables, analyzes rocks and soils, makes collections, and prepares class exercises.

Astronomy, 2. — Study of the heavenly bodies; their form, size, location, motions, effects of their motions and the causes of the phenomena; with special reference to teaching geography. Students have the aid of a telescope with a four-inch object glass in this study.

Physical Training, 2. — In the gymnasium, a course of lessons for different grades of schools.

### LANGUAGE.

Vocal Culture and Reading, 4. — Physical exercises; vocal exercises for expression; gesture; reading; teaching; and laying out the course in reading for different grades.

English Literature, 3. — Historical study of the English language. Poetry, — simple narrative and lyrical poems; Idyls of the King; Deserted Village; Paradise Lost. Prose, — Essays of Bacon, Addison, Lamb, Macaulay. In all, characteristics of thought and diction, with biography of authors and collateral reading; as a basis for the study of literature in the different grades of schools.

### THE EDUCATIONAL STUDY OF MAN, II.

THE STUDY OF THE BODY for the laws of physical health, strength and beauty, as conditions for the activity of the mind.

THE STUDY OF THE MIND in the three modes of its activity, the intellect; the sensibilities; the will and the moral nature. The subject is taught from the facts of the student's consciousness, the observation of other minds, and reading. The end sought is the knowledge of the conditions and products of the mind's activity, and the ability to use this knowledge in the education of children.

THE STUDY OF THE SCIENCE AND ART OF TEACHING. — Principles of education, as derived from study of man. The art of teaching. Requisites for exciting right activity in the school, — knowledge of the mind, the pupil, the subject; selection and arrangement of subject-matter; method of teaching; language, voice and manner of the teacher; means of making the teaching impressive; object and method of criticism; teacher's preparation. Course of studies arranged for the different grades; method of teaching in the studies of the course, and practice with children.

THE STUDY OF SCHOOL ORGANIZATION. — What it is to organize a school. Advantages of a good organization. Opening of the school. Classification of the school. Distribution of studies. Arrangement of the exercises. Provisions relating to order.

THE STUDY OF SCHOOL GOVERNMENT. — What government is and what government implies in the governor and in the subject. What school government is; the teacher's right to govern, and the end of school government. The motives to be used in school government, and the method of their application.

HISTORY OF EDUCATION. SCHOOL LAWS OF MASSACHUSETTS.

### FIFTH TERM.

The amount of work in this course is so large that sufficient practice in teaching cannot be secured in the time now assigned to it. Students are earnestly recommended to take a fifth term, most of which shall be spent in teaching in the different grades of the model school and in careful discussion of their work. Those who successfully complete this term will receive an added certificate of experience in teaching which will enable them to take better positions in the public schools immediately on their graduation. Successful experience in teaching is a strong recommendation.

INDUSTRIAL LABORATORY.

DRAWING.

## Range of Studies in the Four-Years Course.

### FIRST YEAR — FIRST TERM.

**Mathematics.** Elementary Geometry, 5. — Outline in two-years course.

**Nature Studies.** Minerals, 2. Outline in two-years course.

**Language.** Latin, 5. — The object in this study is to acquire the ability to understand, read and teach the language. Inflections. Maximum, — two books of Cæsar. Method of teaching. Practice in teaching.

French, 5. — The object in the study of each is to understand, speak and teach the language. Methods of teaching and study; with a child, as a vernacular, — by hearing and understanding, speaking, reading and writing the language; with a person, as a second language, — reading, hearing and understanding, speaking and writing. Practical acquisition of the language, method of teaching and study. Maximum, — reading, narration and conversation.

Drawing, 2. Vocal Music, 4. Elementary English, 2. — Outlines in first term, two-years course.

### FIRST YEAR. — SECOND TERM.

**Mathematics.** Algebra, 5, — Outline in two-years course.

**Nature Studies.** Physical Force, 4. — Work in two-years course. In addition, careful experiments in weighing and measuring, in the verification of physical laws, and in investigation of the properties of particular bodies or substances, with the graphical expression of results. Practice in the original preparation and presentation of subjects. Chemical Force, 4. Industrial Laboratory, 2. — Outlines in two-years course.

**Language.** Latin, 5. — Begin Cæsar. Maximum, — finish Cæsar, begin Cicero.

French, 5. — Reading, narrative, conversation. Method of teaching. Maximum, — advanced reading.

### SECOND YEAR. — FIRST TERM.

**Mathematics.** Arithmetic, 4. — Outline in second term, two-years course.

**Nature Studies.** Plants, 2. Geography, 5. — Outlines in second term, two-years course.

**Language.** English Grammar, 5. Vocal Culture and Reading, 2. Drawing, 2. — Outlines in second term, two-years course.

Latin, 5. — Authors read, Cæsar. Maximum, — Cicero and Ovid.

## SECOND YEAR. — SECOND TERM.

**Mathematics.** ARITHMETIC AND BOOK-KEEPING, 4. — Outline in third term, two-years course.

**Nature Studies.** ANIMALS, 2. — Outline in third term, two-years course.

**Language.** RHETORIC, 4. VOCAL CULTURE AND READING, 3. DRAWING, 3. — Outlines in third term, two-years course.

LATIN, 5. — Cicero. Maximum, — Virgil and Tacitus.

**History and Civil Government,** 4. — Outline in third term, two-years course.

## THIRD YEAR. — FIRST TERM.

**Mathematics.** GEOMETRY. 4 (for half term). — Study of planes, volumes, plane loci, and conic sections, for the principles of the subject and the method of teaching. Making the objects for demonstrations, representing on a plane surface. Original demonstrations.

ALGEBRA, 4 (for half term). — Study of quadratics, progression, series; theory of equations, for the principles, and the method of teaching.

**Science.** PHYSICS, 4. — Study of acoustics, optics, magnetism and electricity, with laboratory practice by each pupil. Laying out subjects; preparation of apparatus and teaching and acquaintance with best books in physics.

**Language.** LATIN, 5. — Cicero and Virgil. Maximum, — Virgil, Livy.

GERMAN, 5. — Object and method same as in French.

GREEK. — May be taken. Xenophon and Iliad.

VOCAL CULTURE AND READING, 4. — Outline in fourth term, two-years course.

**Physical Training,** 2. — In gymnasium.

## THIRD YEAR. — SECOND TERM.

**Science.** CHEMISTRY, 4. — Study of principles of chemical force as derived from the elementary laboratory work, supplemented by reading and applied in problems. Qualitative analysis of inorganic and organic compounds, use of blow-pipe and liquid reagents, preparation of schemes of work and chemicals. Quantitative analysis (for maximum students), solids and water analysis, to teach the method; gravimetric and volumetric analysis.

MINERALOGY. — In connection with chemistry. Examinations and analysis of groups of minerals, *e. g.*, elements, sulphides, sulphates, silicates, etc.; analysis by use of determinative tables and chemical tests, classification of minerals.

PHYSIOLOGY, 4. — Outline in third term, two-years course.

**Language.** LATIN, 5. — Virgil. Maximum, — Livy and Horace.

GERMAN, 5. — Object and method same as in French.

HISTORY AND LITERATURE LIBRARY.

GENERAL LIBRARY.

**General History**, 4. — Study of the development of the Oriental, classical and Teutonic nations in their organization, religion, education, art, etc. Each student uses the historical library in the preparation of abstracts of the topics. These form the basis of class discussion. Preparation of outlines, comparative maps and tables of time, plans for school exercises, practice in conducting discussions.

**Physical Training**, 2. — In gymnasium.

## FOURTH YEAR. — FIRST TERM.

**Science.** Astronomy, 4. — Study of the heavenly bodies; their form, size, location, motions, effects of their motions, causes of phenomena. Students have the aid of a telescope with four-inch object glass.

**Language.** English Literature. 3. — Outline in fourth term, two-years course.

Vocal Culture and Reading, 3. — Study of expression; gesture; reading; teaching; method of work.

Drawing, 3. — Geometric drawing, including orthographic projection, architecture. Decorative drawing, including historic art, — three ancient schools; constructive and decorative design. Pictorial drawing, — light and shade, models and casts.

**Educational Study of Man**, 10. — Outline in fourth term, two-years course.

**School Laws of Massachusetts.** Physical Training, 2 — In gymnasium. Conducting class exercises.

## FOURTH YEAR. — SECOND TERM.

**Mathematics.** Trigonometry, 4 (for half term). — Plane and spherical, surveying.

**Science.** Botany, 4 (for half term). — General Study. Plant structure, — the vegetable cell and its products, micro-chemical examination; tissues and tissue systems, how these tissues are combined in plants. Daily microscopical study of illustrative slides and of sections prepared by pupils. Plant life, — composition of plants, sources of food materials, mode of obtaining them, processes within the plant, experimental study of conditions which affect plant life. Morphology of parts of the plant, — generalized forms and the modifications which they undergo. Arrangement of lessons and method of work.

Special study. Classification of plants. Study of types in each division of plant kingdom, differences in mode of reproduction, in manner of growth, in structure.

Geology, 4. The course under nature studies in fourth term, two-years course. Historical Geology, — laboratory study of rocks and fossils of differ-

ent periods, field work on the local geology of the State, reading of the best authorities on geological theories. Preparation of maps and scheme of work.

**Language.** ENGLISH LITERATURE, 4. — The periods into which the English language and literature are divided. The historical characteristics of each period; changes which have taken place in the language; the classes of literature most prominent in each period, and the representative authors. Study the lives of the authors to discover their relation to their times. The works which best illustrate each author studied for qualities of thought and expression. Collateral reading by each pupil of selected standard literature.

DRAWING, 4. — Geometric drawing, — machinery. Decorative drawing, including historic art, — three mediæval schools; constructive and decorative design. Pictorial drawing, — light and shade, color, still life, plant forms. Outline of a course in drawing for high schools. The drawings made during the two terms illustrate this course.

VOCAL CULTURE AND READING, 3. — Study of expression; reading Shakespeare; teaching; method of work.

PRACTICE IN MODEL SCHOOL.

**Physical Training**, 2. — In gymnasium, conducting class exercises.

## LABORATORIES, ART ROOM AND LIBRARIES.

The institution has seven laboratories, furnished with the approved modern appliances for teaching how to teach and study the physical and natural sciences.

**Physical Laboratories.** — In the department of physics there are two laboratories, with a room adjoining for the instructor. One is arranged with accommodations for sixty students to work at the tables. The other is arranged with a laboratory table for teaching, and with apparatus for projection, for the illustration of various subjects.

**Chemical Laboratories.** — The department of chemistry has two laboratories, with a room adjoining for the instructor. One, for the elementary course, is arranged with accommodations for sixty students to work at the tables, and with a teacher's chemical table and blackboard, with the seats for the class, thus combining the laboratory and class-room. The other, for the advanced analytical work, qualitative and quantitative, is arranged with accommodations for thirty students to work at the tables, and with side tables for special work. These laboratories are provided with hoods for the manipulation of noxious gases, and are thoroughly ventilated.

**Mineralogical and Geological Laboratory.** — This room is arranged for fifty students to work at the tables at one time. The tables are furnished for physical and chemical tests, and blow-pipe work. It is provided with three sets of specimens: one set of working specimens, containing a collection of minerals

MODEL SCHOOL. (Upper Grammar.)

MODEL SCHOOL. (First Primary.)

for each student to use at the table; one set in cabinets, arranged for the study of comparative and systematic mineralogy; and a set in cases, illustrating classification of minerals. Another similar set of rocks and fossils is provided for the study of geology.

**Biological Laboratory.** — This laboratory is arranged for the study of botany, zoology and physiology, and includes two rooms, arranged for students to work at the tables, each having his place for dissection and microscopic work. Each room contains three collections of typical specimens — the working collection, the comparative collection, and the classified collection — and stands for microscopic work. The collections in all the departments are arranged and labelled for constant use by the students. The aim is to make the collections complete for the State. All contributions will be put to constant use.

**Industrial Laboratory.** — In this laboratory the students are taught to use tools in making sets of apparatus for use in the different studies of the course, which will enable them to secure inexpensive apparatus for their own schools. It is furnished with carpenter's benches and sets of tools, and a turning lathe with a circular saw and jig saw attachment.

**The Art Room** is fitted up with the best kind of furniture and furnished with fine examples of casts and models, affording excellent facilities for teaching in the various departments of drawing.

**Library.** — The school has a valuable library of books for reference and general reading, with a card catalogue arranged for direct use in the studies of the course. The library is arranged in two large rooms, one containing books on history and literature, arranged with tables for research on the laboratory plan, the other arranged for general reading and consultation.

## THE MODEL SCHOOL.

The purpose of the model school is to exemplify with children the principles and method of normal training. It is under the direct supervision of the principal of the Normal School, and includes the eight grades — four primary and four grammar — of the public school in the centre district of the town. It numbers 200 pupils and occupies seven rooms on the first floor of the school building, with play-rooms in the basement. The school has five regular teachers, a principal and four assistants. It is an indispensable aid to the normal school.

## PRINCIPLES AND METHOD OF THE SCHOOL.

Principles. — The ultimate object of the Normal School is to make the normal student, as far as possible, an educator.

Teachers have the organization, the teaching and training of the schools committed to their hands. They direct and control the activities of the children while they are forming habits and laying the foundations of character. The teacher should be able to train the child to the right use of all his powers.

The first distinctive principle of Normal School work is that the normal student is to be a teacher. He is to consider the acquisition of knowledge, the teaching, the training, all the exercises of the school, his own spirit, purpose, manners and conduct, from the point of view of the educator. The acquisition of knowledge in this spirit is as much a part of professional work as the teaching is.

The second distinctive principle is that the teacher is to be educated for his work. His mind is not only to be furnished with the knowledge of subjects, but trained to comprehend and apply the principles of education.

The aim of the school is to lead the student to acquire a thorough knowledge of the objects and subjects to be taught, of the principles and the method of education, and such facility in the application of this knowledge and these principles as will enable him to organize and control his own school to the education of his pupils.

The principles of education are derived from the study of the human mind and body. The method of teaching and training is determined by these principles. The teacher, as an educator, must know how the mind is called into right exertion, and the products of its activity; and he must know the pupil as an individual.

The mind is developed by the right exertion of all its powers. Presenting the proper object of thought to the mind, with the use of the best motives, occasions, right activity and knowledge. By the repeated right exertion of the mind in the acquisition and use of

knowledge, there is a building up within which causes the development and growth of the man.

There must be the selection of the proper objects and subjects for study, and the arrangement of what is to be taught in the natural and logical order. Ideas must be acquired from the object of thought, and be correctly expressed, orally and in writing.

There must be the constant use of such motives as will secure right moral action.

A course of studies is the means for that teaching and training which occasions the activity that causes the development of the mind. The course needed for this purpose is a series of objects and subjects arranged for study and adapted to the order of mental development. It includes studies for training the perceptive faculties, the memory and imagination, in the acquisition and expression of distinct ideas of individual objects, as the basis of the studies for training the reflective power in the acquisition and expression of general ideas and truths, and knowledge systematically arranged.

The Method. — In each study the subject is analyzed into its divisions and subdivisions, arranged in logical order and presented in outline, thus showing what is to be taught, and the order in which the parts of the subject are to be considered.

In the common school studies the outline is divided into the *elementary course*, in which the work is laid out in detail for each year of the primary grades, and the *secondary course*, extending on through the higher grades.

The students are led through the analytic study of each subject for knowledge of its principles, with special reference to teaching. Daily reviews are made to fix the facts in the mind by repetition, and to connect the lessons. Each main division of a subject is reviewed, to teach the relation of its parts. The subject, as a whole, is reviewed to teach all the parts in their relations.

The students are taught *how to acquire the knowledge* of the object or subject by teaching them how to study the lesson at the time it

is assigned, and then requiring them to *present* to the class the results of their study, with criticism by the class and the teacher. After the presenting, the teacher thoroughly questions the class on all the important points in the lesson.

The students are taught *the method of teaching a class* the subject by being taught parts of the subject, and, after they have studied the lesson, examining them upon their knowledge of the method by having them teach the class the same thing. When they have acquired the idea of the method by this imitative teaching, a part of the subject is assigned to the student without being previously taught, and he is required to study the subject, prepare the apparatus and illustrations, and teach the class, with criticisms from the class and teacher. The students are also required to drill the class in the application of what has been taught, to examine them on what they have studied, and to do all the kinds of class work.

While studying and teaching the subjects in the elementary course, the students visit the Model School and observe the teaching of these subjects by the regular teachers.

The students thus learn to teach and train, by teaching and training under intelligent and sympathetic supervision. The presenting and teaching by the students secures the most thorough consideration of the lesson; the student must know the subject, its logical arrangement, and how to present and teach it, or fail. It gives the student command of himself, of the subject, of the class, makes him self-reliant, develops his individuality.

All the class exercises, from the the beginning of the course, are conducted upon the principles and by the method that has been indicated. The school is a normal training school in all its course.

After the students have been trained in this way to teach, in as full a measure as the time will allow, they come to the educational study of man, and there learn the philosophy of their work by finding in the study of the body and mind the principles which underlie the method which they have learned to use. After the study of the

principles of education the students spend as much of the last term as possible as assistants in the Model School in the different grades.

Text-books are freely used for reference in the preparation of lessons. The committing of text-books to memory is avoided, the students being trained to depend upon objects of thought rather than upon words.

### DISCIPLINE.

The discipline of the school is made as simple as possible. Students are expected to govern themselves; to do, without compulsion, what is required; and to refrain voluntarily from all improprieties of conduct. Those who are unwilling to conform cheerfully to the known wishes of the faculty are presumed to be unfit to become teachers.

It is not deemed necessary to awaken a feeling of emulation in order to induce the students to perform their duties faithfully. Faithful attention to duty is encouraged for its own sake, and not for the purpose of obtaining certain marks of credit.

### GRADUATION, EMPLOYMENT.

The daily work in each study must be satisfactory to enable the student to advance to the studies next in order.

Diplomas are given for the two-years, the three-years, or the four-years course to those students who have satisfactorily completed the studies of the prescribed course. Certificates are given to college graduates who take the special course.

*Graduates from either course are in quick demand to fill good positions in the public schools, especially those who have taught before coming to the school, and those graduating from the longer course.*

## TEXT-BOOKS AND PECUNIARY AID.

The school supplies the text-books in all the studies.

Pecuniary Aid. — For the assistance of those students who are unable to meet the expenses of the course of instruction in the school, the State makes an annual appropriation, *which is distributed at the close of each term among pupils from Massachusetts*, who merit and need the aid, in sums varying according to the distance of their residence from Bridgewater, but not exceeding in any case one dollar and a half a week. *This aid is not furnished during the first term of attendance.* It is expected that those who do not complete the prescribed course of study, and those who do not teach in the public schools of Massachusetts, will refund any amount they have received from the bounty of the State. Applications for this aid are to be made to the principal in writing, accompanied by a certificate, from a person competent to testify, stating that the applicant needs the aid.

Students living on the line of the railroad, and wishing to board at home, can obtain tickets for the term, if under eighteen years of age, at half season-ticket rates; if over eighteen, at season-ticket rates.

## NORMAL HALL.

The State has erected and furnished two pleasant and commodious halls, — Normal Hall and Woodward Hall, — on the school lot, to accommodate the students who desire board. Two students occupy one room. Each room has two closets, is carpeted, supplied with furniture, including mattress and pillows, heated by steam, lighted by gas and electricity, and thoroughly ventilated. One wing of Normal Hall is occupied by the young men. No pains are spared to make the halls a home for the students. The reading-room is supplied with newspapers, periodicals, and some of the best new books for the daily use of the students.

The halls are under the charge of the principal. The regulations of the Board of Education require that the boarders shall pay the current expenses, which include table-board, heating, lighting, laundry and service. The aim is to make these expenses not more than eighty dollars a term for gentlemen, and for ladies not more than seventy-five dollars a term.

### PAYMENTS.

Forty dollars is to be paid by each gentleman and thirty-seven and a half dollars by each lady *at the beginning* of the term; and the same amount for each *at the middle* of the term. The object of this payment in advance is to secure the purchase of supplies at wholesale cash prices, thereby saving to each boarder much more than the interest of the money advanced.

### FURNITURE.

Each boarder is required to bring bedding, towels, napkins and napkin ring, and clothes-bags. Each occupant will want, ordinarily, four pillow-cases, three sheets, two blankets or their equivalent, and one coverlet for a double bed. It is required that every article which goes to the laundry be distinctly and indelibly marked with the owner's name.

## CALENDAR FOR 1893-94.

1893.

JUNE 28. — Summer graduation, Wednesday.
SEPT. 5–6. — Entrance examination, Tuesday and Wednesday.
SEPT. 7. — Fall term begins Thursday morning.
NOV. 29, DEC. 4. — Recess, Thanksgiving.
DEC. 23–27. — Recess, Christmas.

1894.

JAN. 24. — Winter graduation, Wednesday.
FEB. 8. — Spring term begins Thursday morning.
APRIL 14-23. — Spring recess.
JUNE 27. — Summer graduation, Wednesday.
SEPT. 4–5. — Entrance examination, Tuesday and Wednesday.

BRIDGEWATER, May, 1893.

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